

LANGUAGE ARTS ***Fifth Grade***

READING

The student will develop reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and nonprint texts.

Oral Language/Decoding

Key	Reporting Category		Project WET Activity
M		Listen attentively by facing the speaker, asking questions, and paraphrasing what is said.	
M		Use established rules for conversation (e.g., do not interrupt, ask questions, and provide appropriate feedback).	
M		Understand, follow, and give oral, multi-step directions that may include illustrations.	
M		Formulate and respond to questions from teachers and other group members.	
M		Participate in creative responses to text (e.g., choral reading, discussion, dramatization, and oral presentations).	WET: Salt Marsh Players, pg. 99 WET: Super Bowl Surge, pg. 355 WET: Water Concentration, pg. 407
M		Summarize orally what has been learned or accomplished after completing an activity or assignment.	
D		Create and deliver an oral presentation (including an introduction and conclusion) that uses visual aids and comes from several sources.	WET: After Math, pg.289 WET: Water Write, pg. 457 WET: Wet Vacation, pg. 206 WET: What's Happening, pg. 425
D		Use different voice levels and speech patterns for informal discussions and formal reports.	
D		Interpret and use a variety of nonverbal communication (e.g., gestures, facial expression, and posture).	
D		Present and/or perform original or published literary work with a group and/or individually.	WET: After Math, pg.289 WET: Water Write, pg. 457 WET: Wet Vacation, pg. 206 WET: What's Happening, pg. 425
D		Participate in recitations of assigned/self-selected passages.	
A	T	Locate information using available text features (e.g., maps, charts, graphics, indexes, glossaries, and tables of content).	
A	T	Select and use common text features to make meaning from text (e.g., headings, key words, graphics, captions, and sidebars).	WET: Adventures in Density, pg. 25
D		Recognize different forms of text (e.g., poems, plays, drama, letters, ads, journalism, historical fiction, biographies, and autobiographies).	
D		Develop awareness of the sounds of language through repeated exposure to a variety of auditory experiences (e.g., poetry, music lyrics, sound effects, books on tape, and read aloud).	
D		Understand rhyming patterns in printed materials.	
A	T	Identify the effect of sound within context (e.g., onomatopoeia, alliteration, rhyme and repetition).	
A	V	Recognize root words, prefixes, suffixes and syllabication as aids in determining meaning within context.	

KEY

I = Introduced D = Developing A = State Assessed M = Mastered

REPORTING CATEGORY

**C = Content G = Grammar MG = Meaning T = Techniques and Skills V = Vocabulary
WO=Writing Organization WP = Writing Process WA – Writing Assessment**

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D		Understand, recognize, and use spelling patterns and word families to decode words.	
D		Decode unknown grade level words using learned strategies and verify word meaning within the context.	
A	V	Recognize and use grade appropriate vocabulary within context.	
D		Increase confidence and poise in reading aloud (e.g., paired reading, shared reading, choral reading, echo reading, and reader's theater).	
D		Read with fluency and confidence from a variety of text, (e.g., poetry, drama, newspapers, novels, and textbooks).	
D		Participate in guided oral reading.	
D		Read orally using appropriate pronunciation, expression, and rate.	
D		Adjust speed based on the purpose for reading and reading level.	
D		Read independently daily.	

Comprehension

D		Build vocabulary by listening to literature, participating in discussions, and reading self-selected texts.	
D		Build vocabulary through frequent read alouds.	
D		Infer word meaning using roots, prefixes, and suffixes.	
A	V	Determine word meanings within context.	
A	V	Identify compound words, contractions, and common abbreviations within text.	
A	V	Select appropriate synonyms, antonyms and homonyms within context.	
D		Foster word consciousness (e.g., word play, word walls, and word sorts).	
A	V	Determine the correct meaning/usage of multiple-meaning words within context.	
A	V	Select a logical word to complete an analogy using synonyms, antonyms, categories, and subcategories.	
D		Explore the impact of vocabulary in evaluating ideas, information, and experience.	
I		Use word origins to determine the meaning of unknown words (e.g., Latin and Greek roots, meanings of commonly used foreign words).	
D		Build vocabulary by reading from a wide variety of text and literary genres.	
D		Set a purpose for reading (e.g., to understand, to interpret, to enjoy, and to solve problems to locate specific information to discover models for writing).	
D		Utilize reference sources to build background for reading.	
D		Organize prior knowledge using a variety of strategies (e.g., webbing, mapping, brainstorming, listing, and outlining).	WET: Idea Pools, pg. 7
D		Explore significant words to be encountered in selected/assigned text.	
M		Preview text using text features (e.g., illustrations/pictures, captions, graphs, diagrams, and headings).	
D		Make predictions about text using text features (e.g., title, author, illustrations, and text format).	WET: Adventures in Density, pg. 25
A	MG	Recognize reasonable predictions of future events within a given context.	
D		Relate text to prior personal and historical experiences, current events, as well as previously read print and nonprint media.	WET: After Math, pg.289 WET: Water Crossings, pg. 421 WET: Easy Street, pg. 382 WET: Wet Vacation, pg. 206 WET: What's Happening, pg. 425 WET: Water Write, pg. 457

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A	MG	Select questions used to focus and clarify thinking before, during, and after reading the text.	
D		Predict outcomes based upon prior knowledge and adjust appropriately.	
D		Use metacognitive and self-monitoring strategies to improve comprehension (e.g., rereading identifying miscues, reading ahead, asking for help, and drawing on earlier reading).	
D		Create mental images.	WET: Imagine, pg. 157
D		Express reactions and personal opinions to a selection.	
D		Make inferences and recognize unstated assumptions.	
D		Verify or modify the pre-reading purpose.	
D		Draw conclusions based on evidence gained.	
A	C	Identify the sequence of events in fiction and nonfiction selections.	
A	MG	Select stated or implied main idea and supporting details from text.	
A	C	Identify the author's purposes (i.e., to inform or to entertain).	
D		Discuss similarities and differences in events and/or characters using evidence cited in three or more texts.	WET: Easy Street, pg. 382 WET: Every Drop Counts, pg. 307 WET: Water Crossings, pg. 421
D		Select, prioritize, and organize information to meet a specific purpose.	
D		State reasonable generalizations in reference to two or more texts on a similar topic.	
A	T	Identify information to support opinions, predictions, and conclusions.	
A	MG	Identify stated or implied cause and effect relationships.	
A	MG	Distinguish between elements of fact/opinion and reality/fiction.	
A	T	Identify similes, metaphors, personification, and hyperbole in context.	WET: Raining Cats and Dogs, pg. 435
D		Identify idioms and imagery.	
D		Recognize a common theme between two passages.	
A	C	Determine whether the theme is stated or implied within a passage.	
D		Reflect upon comprehension strategies utilized to make meaning from text.	
D		Use appropriate reference sources in various formats (e.g., interviews with family, community leaders, and government leaders; encyclopedias; card/electronic catalogs; almanacs; newspapers; and periodicals).	WET: After Math, pg. 289 WET: Every Drop Counts, pg. 307 WET: Imagine, pg. 157 WET: Nature Rules, pg. 262 WET: Poetic Precipitation, pg. 182 WET: Sum of the Parts, pg. 267 WET: Water: Read All About It, pg. 400 WET: Water Address, pg. 122 WET: Water Concentration, pg. 407 WET: Water Crossings, pg. 421 WET: Water Write, pg. 457 WET: Wet Vacation, pg. 206 WET: What's Happening, pg. 425 WET: Wish Book, pg. 460
D		Use media (e.g., photographs, videos, films, the arts, on-line catalogs, nonfiction books, encyclopedias, CD-ROM references, and internet) to view, read, and represent information.	
D		Use current technology as a research and communication tool for personal interest, research, and clarification.	
D		Understand a variety of informational texts which include primary sources (e.g.,	

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		autobiographical sketches, letters and diaries, directions, and internet sites).	
D		Use the dictionary, glossary, thesaurus, and other word-referenced materials.	
D		Skim materials to develop a general overview of content or to locate specific information.	
D		Retrieve, organize, and represent information (e.g., charts, maps, graphs, forms, timelines, and outlines).	
D		Develop notes that include important concepts, summaries, paraphrase, and identification of reference sources.	
D		Develop an awareness of the effects of media (e.g., television, print materials, radio, internet, newspapers, and periodicals) on daily life.	
I		Identify the techniques of propaganda (i.e., bandwagon, loaded words, and testimonials).	
D		Gather and record information on a research topic using three or more sources.	WET: After Math, pg. 289 WET: Every Drop Counts, pg. 307 WET: Imagine, pg. 157 WET: Nature Rules, pg. 262 WET: Poetic Precipitation, pg. 182 WET: Sum of the Parts, pg. 267 WET: Water: Read All About It, pg. 400 WET: Water Address, pg. 122 WET: Water Concentration, pg. 407 WET: Water Crossings, pg. 421 WET: Water Write, pg. 457 WET: Wet Vacation, pg. 206 WET: What's Happening, pg. 425 WET: Wish Book, pg. 460
D		Develop and maintain vocabulary specific to content and to current events.	
D		Apply comprehension skills and strategies to informational text (e.g., pre-reading and active comprehension).	
D		Use self correction strategies while reading (e.g., pausing, rereading, consulting other sources, and asking for help).	
D		Determine and evaluate the reliability of sources on a given topic (e.g., editorials, newspapers, magazines, biographies, news reports and films).	
D		Read for literary experience, to gain information, to perform a task, for enjoyment, to expand vocabulary, and to build fluency.	
A	C	Distinguish among various literary genres (e.g., poetry, drama, letters, ads, historical fiction, biographies and autobiographies).	
D		Predict and determine the sequence of events in a story including possible problems and solutions.	
A	C	Identify setting, characters, and plot in a passage.	
A	C	Identify and interpret the main incidents of a plot, their causes, how they influence future actions, and how they are resolved.	
A	C	Identify, using a graphic organizer, placement of events.	
I		Identify the conflict of the plot.	
I		Interpret a character's feelings and identify his motives.	
I		Trace changes in the main character and describe how this affects the plot.	
A	MG	Determine inferences from selected passages.	
I		Identify how cultural, ethnic, and historical eras are represented in print and nonprint texts.	

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D		Compare and contrast events and characters using evidence cited from print and nonprint text(s).	WET: Easy Street, pg. 382 WET: Water Crossings, pg. 421
D		Compare and contrast different versions of the same stories/events that reflect different cultures and/or different perspectives.	
A	C	Select the appropriate summary statement for a given passage.	
D		Retell a story from a different point of view.	
A	C	Recognize that a story is told from the first person point of view.	
D		Understand the way in which figurative language is used to derive meaning from text (e.g., personification, simile, metaphor, imagery, hyperbole).	
D		Visit libraries/media centers and book fairs to explore books.	
D		Use personal criteria to select reading material (e.g., personal interest, knowledge of authors, text difficulty, genres, and recommendation of others).	
D		Read daily from self-selected materials.	
D		Relate literary experiences (e.g., book discussions, literacy circles, writing, oral presentations, and artistic expressions).	
D		Maintain a personal reading list or reading log/journal to reflect reading progress and accomplishments.	
D		Experience and develop an awareness of literature that reflects a diverse society.	
D		Choose to read as a leisure activity.	

WRITING

The student will develop the structural and creative skills necessary to produce written language that can be read, presented to and interpreted by various audiences.

Process

D		Generate and focus ideas through brainstorming and peer discussions.	WET: Idea Pools, pg. 7
D		Use print and nonprint materials along with prior knowledge to provide background for writing.	WET: After Math, pg. 289 WET: Every Drop Counts, pg. 307 WET: Nature Rules, pg. 262 WET: Sum of the Parts, pg. 267 WET: Water: Read All About It, pg. 400 WET: Water Concentration, pg. 407 WET: Water Crossings, pg. 421 WET: Wet Vacation, pg. 206 WET: What's Happening, pg. 425 WET: Water Write, pg. 457
A	WP	Complete a graphic organizer (i.e., clustering, listing, mapping, and webbing) to group ideas for writing.	WET: Idea Pools, pg. 7
D		Develop notes that include important concepts.	
D		Construct an outline with main ideas and supporting details.	
A	WO	Supply a missing piece of information in an outline.	
A	WA	Select, limit, and refine a writing topic.	
D		Determine appropriate audience.	
A	WP	Identify the purpose for writing (i.e., to entertain, to inform, and to report).	WET: After Math, pg. 289 WET: Every Drop Counts, pg. 307 WET: Imagine, pg. 157 WET: Nature Rules, pg. 262 WET: Poetic Precipitation, pg. 182

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			WET: Sum of the Parts, pg. 267 WET: Water: Read All About It, pg. 400 WET: Water Address, pg. 122 WET: Water Concentration, pg. 407 WET: Water Crossings, pg. 421 WET: Water Write, pg. 457 WET: Wet Vacation, pg. 206 WET: What's Happening, pg. 425 WET: Wish Book, pg. 460
D		Select format based on purpose.	
A	WP	Identify the audience for which a piece of text is written.	
A	WA	Develop and write a paragraph topic sentence with supporting details.	
D		Maintain focus of topic with specific relevant supporting details.	
A	WP	Choose the supporting sentence that best fits the context and flow of ideas in a paragraph.	
A	WO	Select details that support a topic sentence.	
A	WO	Select an appropriate concluding sentence for a well-developed paragraph.	
A	WA	Demonstrate syntactic variety when writing.	
A	WP	Select the best way to combine sentences to provide syntactic variety within context.	
A	WO	Arrange multi-paragraphed work of exposition (e.g., persuasion, compare/contrast) in a logical and coherent order.	
A	WO	Rearrange sentences to form a sequential, coherent paragraph.	
A	WP	Identify the sentence irrelevant to a paragraph's theme or flow.	
A	WO	Rearrange paragraphs in a narrative writing selection in sequential or chronological order.	
A	WO	Select appropriate time order or transitional words/phrases to enhance the flow of a writing sample.	
A	WA	Use appropriate transitional words and devices when writing.	
D		Use correct page format (e.g., paragraphs, margins, indentations, and titles).	
A	WA	Revise to clarify thought, to refine ideas, and to distinguish between important and unimportant information.	
D		Use precise language including vivid words and figurative language.	
D		Produce multiple drafts.	
A	WA	Edit writing for the elements of language.	
D		Proofread using reference materials and technology.	
D		Create readable documents.	
D		Develop and use classroom rubrics for written work.	
D		Use the state assessment rubric to make appropriate suggestions for improvement.	
D		Participate in peer review and editing.	
D		Review personal collection to determine progress.	
D		Acknowledge and discuss diversity of individual writing styles.	
D		Incorporate photos, illustrations, charts, tables, or graphs.	WET: Wet Vacation, pg. 206
A	WO	Select the best title for a written selection.	
D		Use technology for publishing individual and group work.	
D		Identify and explore opportunities for publication (e.g., local and national contests, internet web sites, and newspapers/periodicals).	

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D		Write with developed characters, setting, and plot.	
D		Maintain focus of topic with specific, relevant supporting details.	
A	WA	Incorporate figurative language, vivid description, active voice verbs, sensory details, and personal observations to display facility in the use of language.	
D		Elaborate through the use of sensory details, vivid words, and figurative language to establish a context that enables reader to visualize an event or experience.	
A	WA	Explain and/or illustrate key ideas when writing.	
D		Develop an identifiable voice.	
D		Use classroom/state rubric as a guide for writing narrative accounts.	
D		Investigate content specific topics to gather information and write.	WET: After Math, pg. 289 WET: Every Drop Counts, pg. 307 WET: Nature Rules, pg. 262 WET: Sum of the Parts, pg. 267 WET: Water: Read All About It, pg. 400 WET: Water Crossings, pg. 421 WET: Wet Vacation, pg. 206 WET: What's Happening, pg. 425 WET: Wish Book, pg. 460
A	T	Identify the most reliable sources of information for preparing a report or project.	
D		Use experiences from the arts to write creatively and expressively.	
A	WA	Express thoughts and feelings using colorful, fully elaborated descriptions using vivid and active words.	
A	WP	Choose vivid and active words when writing.	
D		View, read, or listen to examples of various writing styles.	
D		Compare and contrast literary works.	

Product

A	WA	Compose narratives (e.g., to entertain, inform, and report).	
D		Write frequently in the narrative mode.	
A	WA	Write well-developed, organized, and coherent essays in response to narrative prompts.	
A	WA	Write an effective concluding paragraph for a well-developed essay.	
D		Write to inform a particular audience about a specific issue.	
D		Write a descriptive paragraph to create a visual image.	
I		Write in the expository mode.	
D		Write to acquire knowledge (e.g., clarify thinking, take notes, synthesize information, and enhance communication).	
D		Produce a variety of creative works utilizing knowledge from the content areas (e.g., journals, letters to the editor, and historical fiction).	WET: Imagine, pg. 157 WET: Nature Rules, pg. 262 WET: The Thunderstorm, pg. 196 WET: Water: Read All About It, pg. 400 WET: Water Address, pg. 122 WET: Water Concentration, pg. 407 WET: Water Crossings, pg. 421 WET: What's Happening, pg. 425 WET: Every Drop Counts, pg. 307 WET: Poetic Precipitation, pg. 182 WET: Salt Marsh Players, pg. 99

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D		Compose and respond to original questions and/or problems from all content areas.	
D		Explain procedures used to solve problems encountered in content areas (e.g., science experiments, math problems, and map/globe activities).	WET: Is there Water on Zork? 43
D		Write poems and stories based upon personal reflections, observations, and experiences.	WET: Imagine, pg. 157 WET: Nature Rules, pg. 262 WET: The Thunderstorm, pg. 196 WET: Water: Read All About It, pg. 400 WET: Water Address, pg. 122 WET: Water Concentration, pg. 407 WET: Water Crossings, pg. 421 WET: What's Happening, pg. 425 WET: Every Drop Counts, pg. 307 WET: Poetic Precipitation, pg. 182 WET: Salt Marsh Players, pg. 99
D		Write a letter to/as a character in a written work.	
D		Create an optional ending for a story.	
D		Retell a story from a different point of view.	
D		Write a reader's response to a literary work.	
D		Write creative, imaginative, and original responses to literature (e.g., poems, raps, songs, and stories).	WET: Imagine, pg. 157 WET: Nature Rules, pg. 262 WET: The Thunderstorm, pg. 196 WET: Water: Read All About It, pg. 400 WET: Water Address, pg. 122 WET: Water Concentration, pg. 407 WET: Water Crossings, pg. 421 WET: What's Happening, pg. 425 WET: Every Drop Counts, pg. 307 WET: Poetic Precipitation, pg. 182 WET: Salt Marsh Players, pg. 99
D		Write narratives with vivid, sensory details.	
D		Write descriptive papers which include vivid words and figurative language.	
D		Write expository paragraphs that include multiple steps or examples to support explanation.	
D		Write an essay to compare/contrast two or more people, places, things, or ideas.	WET: Easy Street, pg. 382 WET: Every Drop Counts, pg. 307 WET: Water Crossings, pg. 421
D		Create a variety of poems.	WET: Poetic Precipitation, pg. 182
D		Write a research report using multiple sources and notes taken from those sources citing titles and authors.	WET: After Math, pg. 289 WET: Every Drop Counts, pg. 307 WET: Nature Rules, pg. 262 WET: Sum of the Parts, pg. 267 WET: Water: Read All About It, pg. 400 WET: Water Crossings, pg. 421 WET: Wet Vacation, pg. 206 WET: What's Happening, pg. 425 WET: Wish Book, pg. 460
D		Write friendly and business letters.	

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I		Write journalistic articles.	
D		Use journal entries to demonstrate level of understanding.	
D		Write an autobiographical account.	

ELEMENTS OF LANGUAGE

The student will use standard English conventions and proper spelling as appropriate to speaking and writing.

A	G	Identify the correct use within context of the following : <ul style="list-style-type: none"> nouns (i.e., singular/plural; possessives; predicate nouns, nouns as objects); pronouns (i.e., agreement, subject, object); verbs (i.e., action/linking, regular/irregular, agreement, tenses); adjectives (e.g., common/proper, comparative forms, predicate adjectives); adverbs (e.g., comparative forms, negatives). 	
D		Use nouns appropriately (common/proper).	
D		Use pronouns appropriately (agreement with antecedent, reflexive, possessive, and correct pronoun case).	
D		Use verbs appropriately (be/have, verb phrases, agreement with subject in person, and number).	
D		Use adjectives appropriately (demonstrative adjectives and proper comparative forms).	
D		Use adverbs appropriately, adverbs of degree, (e.g., too and very).	
A	G	Identify sentences with correct subject-verb agreement (person/number).	
I		Use prepositions appropriately (e.g., place prepositional phrases in correct location within the sentence).	
D		Use conjunctions appropriately (e.g., coordinating).	
A	G	Choose the most appropriate interjections to complete a sentence.	
A	G	Recognize usage errors occurring within context (e.g., double negatives, troublesome words: to, too, two; their, there, they're; lie, lay; sit, set).	
D		Recognize usage errors occurring within context (troublesome words {affect/effect, sit/set, lie/lay, may/can, leave/let, teach/learn}).	
D		Recognize and appreciate cultural and regional differences signaled by word usage and vocabulary.	
D		Capitalize correctly sentence beginnings, proper nouns and adjectives, titles and abbreviations, quotations, and parts of friendly letters and business letters.	
M		Use correct end of sentence punctuation (e.g., period, question mark).	
A	G	Identify the correct use of commas (i.e., series, dates, addresses, friendly letters, compound sentences, coordinating conjunctions, and introductory words) within context.	
A	G	Identify the correct use of colons (i.e., in business letters and preceding a list of items).	
D		Demonstrate knowledge of the correct use of colons (between the hour and minute and after the greeting of a business letter) and semi-colons (in combining sentences) and quotation marks in titles.	
A	G	Choose the correct use of quotation marks and commas in direct quotations.	
A	G	Identify the correct spelling of plurals and possessives.	
D		Form contractions correctly.	
D		Abbreviate words correctly.	

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D		Continue to write legibly.	
D		Spell high-frequency words correctly.	
A	G	Identify correctly or incorrectly spelled words in context.	
D		Spell correctly words in content specific vocabulary.	
D		Recognize misspelled words in the context of sentences.	
D		Use knowledge of root words, prefixes, suffixes, and structural analysis to spell words correctly.	
D		Determine correct spelling of words utilizing electronic and print tools (e.g., spell checkers, dictionaries, lists, word walls, and charts).	
D		Identify correctly spelled homonyms within the context of sentences of phrases.	
D		Proofread and edit for accuracy of spelling using appropriate strategies to confirm spelling and to correct errors.	
D		Develop a consciousness toward correct spelling across all subject areas.	
D		Use appropriate language structure in oral and written communication (e.g., subject-verb agreement in simple and compound sentences, correct word order, and correct placement of more detailed words and phrases).	
A	WP	Select the most appropriate method to correct a run-on sentence (i.e., conjunctions, semi-colons, and periods to join or separate elements) within context.	
A	WP	Identify within context a variety of appropriate sentence-combining techniques (i.e., comma + coordinating conjunction, use of semicolon, and introductory phrases and/or clauses).	
D		Combine simple sentences into compound sentences.	
D		Combine sentences using compound subjects and/or predicates.	
A	WP	Select the best way to correct incomplete sentences within context.	

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